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ABSTRACT

Goal 1 of the 6 national education goals established by President Bush and the nation's governors states that by the year 2000, all children in America will start school ready to learn. This document provides schools and communities with information about what children need to be able to start school ready to learn and gives examples of communities' efforts to meet Goal 1. Answers to commonly asked questions about Goal 1 are presented. Questions and answers relate to: (1) the definition of "school readiness"; (2) types of home activities that promote school readiness; (3) characteristics of effective readiness programs; (4) difficulties of preparing children for school; (5) parent education; (6) characteristics of preschoolers' development; (7) assessment of preschoolers; (8) indicators of community needs that are related to children; (9) the effectiveness of preschool programs; (10) difficulties parents face when dealing with schools; (11) prenatal, nutritional, health, and social service programs; (12) ways of ensuring that children receive all the services they need; (13) ways for communities to determine their needs in relation to meeting Goal 1; (14) the readiness of schools to meet the needs of children; (15) ways private businesses can help communities support their children's school readiness; and (16) funds available to support readiness activities. Appendices list sources of information on Goal 1; examples of effective readiness programs; examples of private sector assistance to promote children's school readiness; federal grant programs; and regional representatives of the United States Department of Education. (BC)

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Resource Document

STARTING SCHOOL READY TO LEARN

Questions and Answers on Reaching National Education Goal 1:

"By the year 2000, all children in America will start school ready to learn."

This publication is one of a number of resources the Department of Education has put together for schools and communities across the nation who are trying to meet the six national education goals. Here we present answers to questions we've often heard asked about Goal 1. In addition to the sources listed here, you may also contact one of the Secretary's Regional Representatives (listed at the end of this document) or call the America 2000 phone bank at 1-800-USA-LEARN (1-800-872-5327); in the District of Columbia call 401-3132.

U.S. Department of Education
Resource Team on National Education Goal 1
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The National Education Goals

In September 1989, President George Bush and all 50 of the nation's governors gathered in Charlottesville, Virginia for a historic educational summit. There for the first time in the nation's history, they established an ambitious set of six national education goals. The six goals for the year 2000 are:

1. *All children in America will start school ready to learn.*

2. *The high school graduation rate will increase to at least 90 percent.*

3. *American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and school in America will ensure that all students learn to use their minds well so they will be prepared for responsible citizenship, further learning, and productive employment in our modern economy.*

4. *U.S. students will be first in the world in science and mathematics achievement.*

5. *Every American will be literate and will possess knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*

6. *Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.*

The AMERICA 2000 Strategy

To help communities create the best schools in the world for all our children and to move the nation toward the national goals, President Bush launched AMERICA 2000, a national strategy to revolutionize American education, community by community, school by school. AMERICA 2000 embraces four revolutionary ideas:

- *Establishing World Class Standards and a voluntary system of national examinations*
- *Creating Break-the-Mold New American Schools*
- *Cutting red tape for teachers and principals*
- *Giving families more choices of all schools*

At the heart of AMERICA 2000 is the President's challenge to every town, city, and neighborhood in the nation to become an AMERICA 2000 community by:

- *Adopting the National Education Goals as their own*
- *Developing a community-wide strategy to achieve them*
- *Designing a report card to measure results*
- *Planning for and supporting a break-the-mold New American School*

As of October 1992, more than 2,000 communities across the nation have joined the movement to transform education for their children.

For more information about how you can get involved in America 2000, call 1-800-USA-LEARN (1-800-872-5327). (In the Washington, D.C. area, call 401-2000.)

National Goal 1: **Ready, Set, Go!**

Starting School Ready to Learn

It takes an entire community to educate a child, according to an old African proverb. This document provides communities with information about what kids need to start school ready to learn. It also gives examples of how other communities are striving to meet Goal 1.

During the first five years of a child's life – beginning even before birth – the groundwork for the future is laid. The emotional and physical support that a child receives during these years will help ensure success in school and a healthy life.

Too many children face tough beginnings. Children who start school with health problems, limited language development, or a lack of curiosity are at a greater risk of school failure than other children. These young children are not receiving the kind of parent and community support that enriches their lives.

Every child needs immunizations, nutritious food and regular health care as well as a loving, supportive environment. Parents often don't take time or don't know how to help their children get ready for school. In fact, available evidence indicates that less than one-half of preschoolers spend time regularly with their parents.

Poor children in particular are less likely than children from wealthier families to be born healthy, to receive routine health care, and to be enrolled in preschools. Studies of disadvantaged kids show that those who attend a high quality preschool are held back less often, are less likely to require special education classes, and are less likely to drop out of school.

The lessons of childhood can and should lead to a lifetime of curiosity and a desire to learn. Preventing school failure is a better, more efficient way to help kids than waiting until they need costly and difficult treatment for their problems.

But ensuring that every child will start school ready to learn is important beyond the time and money that could be saved. A commitment to meet this Goal could bring together families, communities, businesses, schools and other support resources for the purpose of giving all children the opportunities to become effective, competent learners.

As with all the goals, reaching Goal 1 will require the dedicated and creative participation of the entire community. The AMERICA 2000 strategy, with its four part community challenge, provides a framework through which you can build that support and arrive at your own solutions for school readiness. In order to help us serve you better, we welcome your comments on these documents.

1. What is readiness?

No best definition of "school readiness" exists. However, general agreement is building that readiness should cover all aspects of a child's development and the critical periods of growth from birth through the early school years.

Readiness for school is built on children's curiosity and their intellectual, social, emotional, language, and physical development. It is not limited to a fixed set of skills that are presumed necessary for entry to kindergarten or first grade.

Children's first learning experiences should lay the foundation for success in school and in adult life. Ideally, children who are ready to succeed in school are healthy, immunized against disease, well-nourished, and well-rested. Their early experiences have given them a start in learning to cooperate, exercise self-control, express their thoughts and feelings, and follow rules. They are trusting and have a feeling of self-worth. They explore the world around them actively and approach tasks with enthusiasm. They are motivated to learn.

In preparing young children for school, parents, community members, and educators should join together to help all children move closer to these ideals.

Appendix A lists more readings on the readiness goal.

2. What types of home activities promote school readiness?

To help promote school readiness, we can:

- Ensure that the future mother visits a health care provider regularly during her pregnancy and that she maintains good nutrition.
- Provide proper nutrition and regular health care after birth.
- Talk with children and read to them.
- Involve children in story telling, dancing, and singing songs.
- Provide children opportunities to write and draw.
- Teach children about their own cultural heritage and expose them to books, stories, and adults representing a variety of backgrounds.
- Involve children with adults who value education and view themselves as lifelong learners.
- Take children to the library, a museum or involve them in other cultural activities.
- Ask children questions (those that require more than a "yes" or "no" response are particularly effective) and try to answer the innumerable questions they pose.
- Provide many opportunities to play and explore.
- Give children opportunities to spend time and play with other

young children.

- Build a child's security and sense of self-worth through close family relationships.

- Limit television viewing and discuss with children what they have seen.

3. *What do good readiness programs do?*

Research on child development has laid the groundwork for teaching young children. Findings from research indicate that successful learning opportunities reflect the individual needs, interests and levels of development of each child. A number of publications listed in Appendix B describe successful readiness programs. Successful readiness programs:

- Build on each child's curiosity, abilities and interests.

- Provide hands-on learning with concrete objects that enable young children to experience the world around them.

- Include play in which children learn, develop their abilities to communicate, explore, try out new ideas and experiences, expand their physical and social capabilities and express themselves.

- Integrate learning rather than divide it into isolated subjects or focus on mastering specific skills. Themes and projects provide a way to expand knowledge and skills in a holistic manner.

- Structure the classroom so that it provides rich opportunities for learning and encourages children to become self-directed learners.

- Promote language development and reasoning through conversation, questioning and ample opportunities for children to hear and to create stories.

- Include activities that can be done at home with parents and family to encourage parental support of learning.

- Offer parenting instruction and adult education along with learning activities for preschoolers in families where parents lack basic educational skills.

4. *What difficulties can arise when preparing children for school?*

Several factors make it difficult for parents to accomplish the first education goal. Parents may have trouble coping with some of their childrens' problems such as:

- **Health.** Health problems may interfere with children's learning and early success at school. Although various programs offer assistance to families in this area (see the answer to question 18), their eligibility requirements and information about services are often confusing.

- **Learning Disabilities.** Although screening instruments are readily available and are effective in identifying potential learning problems, not all young children are able to get the follow-up attention necessary to address the problems.

Parents also face their own difficulties:

- **Time.** Parents face many pressures that compete for their time. With the increase in the number of single-parent families and of families in which both parents work outside the home, more parents find that work and household commitments reduce the time they have available to be involved with their children.

- **Education.** Parents with limited education may feel they do not have the skills required to help their children prepare for school. Often parents may not express this feeling, making it difficult for schools to know what is needed to assist parents in helping their children.

- **Employer Policies.** Employer policies that do not support families with young children may also pose barriers. Increasingly, employers are recognizing the relationship between quality child care and productivity and are adopting job-sharing, flexible scheduling, parental leave policies, on-site child care, and resource and referral services that link parents with child care providers and parent education seminars. These strategies are designed to relieve employee stress, enhance job performance, aid in employee recruitment and retention, and improve the lives of young children.

5. What is parent education? How can it help us meet Goal 1?

Children's health, attitudes, values, self-image and understandings are shaped initially by their parents. Parents' child-rearing beliefs and practices affect their child's school readiness and school achievement. Parent education programs can help parents improve their parenting skills during the critical early years.

A good parent education program helps parents understand how their actions and words affect their children. It provides an opportunity for parents to reflect on how they raise children and to exchange ideas with other parents.

Parent education programs can take a variety of forms. Some operate through home visits by trained staff (often selected from local community members); others work with parents in a group, with and without their children. Some parenting programs help parents to support and advise each other.

In all of these, flexibility is key – different types of settings suit different family situations. Because child-rearing practices reflect family values, parenting programs also need to be sensitive to cultural factors that may affect the parents beliefs and behavior.

Examples of parent education programs are described in Appendix B.

6. *How do we know if a child is ready?*

The National Education Goals Panel recommends that communities monitor general progress by assessing the following five characteristics of children:

- Health and physical well being;
- Social and emotional development;
- Approaches toward learning (e.g., the ways that children approach the task of learning, such as curiosity and persistence);
- Language usage; and
- General knowledge about the world.

The Panel recommends that the assessments draw on parent reports, teacher reports, collections of children's work, and profiles of skills, knowledge and development.

For more information on assessments, contact the National Education Goals Panel at (202)632-0952.

7. *What methods are available to assess preschoolers?*

In considering different assessment instruments and approaches, communities must decide the purpose that will be served.

Is the purpose to:

- Identify children who may need special services;
- Verify that a special service is needed and the type of service needed;
- Identify a child's specific level of functioning across across a variety of areas, including social, emotional, physical, and general knowledge;
- Track a child's performance and mastery of new skills; or
- Evaluate the impact of a program on the children and parents it serves?

Evaluators should be aware of the limitations of some assessment tools and the concerns about the assessment of young children, in general. Many professional organizations have defined principles for selecting and using different assessments for young children. These organizations are listed in Appendix A.

Numerous methods are available for assessing preschool-age children and their environments, including:

- Measuring to see if children are learning what they are being taught;
- Keeping records on how children are progressing;
- Comparing local students to a national or standard measure;
- Using behavior rating scales and checklists;
- Establishing measures to determine the quality and richness of a child's physical, psychological and social environment;

- Measuring the quality of interaction between the child and the parent or care giver;
- Collecting samples of children's work over time.

8. *What are some national indicators that communities can use to assess the general level of need in the community?*

Communities can compare themselves with the rest of the nation by looking at such measures as:

- Percent of children living in poverty;
- Percent of low birth weight children;
- Percent of children born to single teens;
- Percent of children living with persons other than their own parents;
- Access to prenatal care;
- Infant mortality rates; and
- Number of cases of child abuse.

9. *What do we know about the effectiveness of preschool programs?*

Most of the evidence of the effectiveness of preschool programs is based on studies of disadvantaged children. Long-term studies have consistently shown that among students who attend high quality preschools, fewer students are held back, fewer require special education placement, and more graduate, as compared to other children. For example, according to a nine-year study, Head Start children in Philadelphia were less often held back, had better attendance rates in school, and were less likely to have serious school problems.

From even the limited studies of preschool programs, it is clear that success is highly dependent on the strength of the children's families and their involvement in the children's school experience. A high quality preschool recognizes that parents are children's first teachers. So, it will provide parents access to the training and support they need to fulfill this critical function.

Furthermore, effective preschool programs often have close ties with elementary schools to ensure continuity for the children and common purposes for teachers. Locating the preschool at or near a public school may make it easier to achieve closer ties. In addition, teachers at both levels work together to design a common and appropriate curriculum. An appropriate curriculum focuses on language richness, and general knowledge, as well as physical well-being, emotional maturity, and social confidence.

10. *What difficulties do parents face when dealing with schools? What can be done to overcome these difficulties?*

Parents are their children's primary advocates and first teachers. They need to be recognized as respected partners with professional educators.

They may, however, experience any number of problems when communicating with school about their children. Their lack of self-confidence or prior negative experiences with schooling may also pose barriers in their interactions with the school.

In a recent survey of parents conducted at the Surgeon General's conference called *Healthy Children Ready to Learn*, parents most frequently noted that they feel:

- Confused over how to approach the school;
- Discouraged by the bureaucracy and red tape;
- Alienated by school personnel who appear patronizing and unfriendly;
- Frustrated by school personnel who lack flexibility in office hours and do not make allowance for working parents;
- Discouraged by the lack of transportation, especially in remote rural areas;
- Intimidated by the paperwork which is especially difficult for parents who have limited English proficiency or lack basic literacy skills.

Parents of children needing special services noted that they were frustrated by:

- The lack of a single source of information, and information that is sometimes contradictory;
- Artificial and inflexible eligibility criteria;
- The lack of coordination among programs causing gaps in services that send the parents from one provider to another in search of what they need.

To help get parents involved, schools need a family-centered philosophy. Such a philosophy should be grounded in a respect for parents, and translated into flexible school policies that reach out to parents.

Communities can help parents become more effective advocates for their children by providing information about support groups for parents and about parent education programs.

11. *How do prenatal, nutritional, health, and social service programs tie into readiness?*

Readiness involves all aspects of a child's development and it is affected by family considerations. For example, regular prenatal care increases the likelihood that the mother is free of health concerns such as substance abuse or poor nutrition that endanger the birth of a full-term, proper birth-weight, healthy baby.

Nutritional services assist families in

keeping their children healthy and better prepared for the challenges of school. Health care, similarly, prevents the development of problems that interfere with learning and ensures early treatment of such problems.

Effective social service programs help poor families improve their living conditions as well as their parenting skills. The focus of all these efforts is to enhance a child's development from before birth through adulthood.

12. *How can we ensure that children receive all of the services they need?*

Many communities have successfully met the readiness needs of their children by providing comprehensive or integrated services that work in conjunction with schools.

Comprehensive services are most effective and most efficiently provided when a number of service agencies develop and work toward a set of agreed-upon goals.

Integration of educational services for parents and children—families—is demonstrated in the model programs funded under the Even Start Family Literacy Program. Several of these models also provide excellent examples of integration of community services with the education programs. Information about Even Start is available from the Department of Education at (202)401-1692.

A recent issue of *The Future of Children* (available from The Center for the Future of Children at 415-948-3696) described the "school-linked" approach to integrating services as follows:

- Services are provided to children and their families through a collaboration among schools, health care providers, and social service agencies;
- Schools are among the central participants in planning and governing the collaborative effort;
- School personnel are actively involved in identifying children who need services, however, they are not typically the actual providers of the services;
- Services are provided or coordinated by personnel at the school or a site near the school;
- Agencies that typically provide health and social services apart from the school site move some of their staffs and/or services to the school.

13. *How do we determine what we need to do to meet Goal 1?*

- Create a task force representative of the entire community to focus on goal 1. Include parents, school officials, representatives from the business community and professionals in health, early childhood development, and social services.
- Charge the task force with developing answers to the following important questions:

Where should the community be by the year 2000?

This means stepping back and creating a common vision of what it will mean to start school ready to learn in our community.

Where is it now?

This means conducting an assessment of where the community is now in relationship to goal 1. The task force may wish to collect information on questions such as these:

- What are the local statistics on low birth weight babies, immunization, at-risk families, and young children with special needs?
- What services are available for prenatal care, child health and identification and screening for early intervention?
- How many children come from families where parents lack basic skills to assist their children's learning?
- What type of support and education programs does the community offer for parents?
- What educational preschool programs are available? Are all eligible children served?
- Do the kindergarten and primary school programs meet the many needs of diverse groups of children in the community?
- What do kindergarten teachers and parents say about children's readiness for school?
- Are the services (provided in all of the above) of good quality, accessible, and affordable? If not, what are the barriers?
- Are all groups in our community receiving equal opportunity to learn?

What will it take to reach this goal?

Activities to plan how to reach the goal might focus on answering questions such as these:

- What problems are most important to tackle in the short and long term?
- What services are the most important to develop, expand, or improve in order to reduce the problems? How can this be done?
- What resources are available to begin to meet the problems identified?
- What innovative approaches might the community use that will get all children ready for school?

What are other communities doing?

Brief descriptions of promising readiness programs are provided in Appendix B.

14. Part of school readiness seems to be improving the readiness of schools to meet the needs of the children entering them. What can we do to improve that part of the equation?

The following are some suggestions for schools to ensure they are ready to meet the needs of all children when they first come to school:

- o Welcome all parents into the school as partners. Learn about their children from them and involve them in their children's learning.
- o Staff early childhood programs with teachers who understand the unique ways in which young children learn and grow.
- o Provide training to teachers on how to use the new assessment techniques.
- o Arrange for teachers in preschools and primary grades to get together to talk about their philosophy of early childhood education, their expectations for the children, and the types of programs they offer.
- o Organize joint training for staff from both levels to increase collaboration and improve transitions for children.
- o Assess the types of services that children and their families will need prior to beginning school. Find ways to help them gain access to these services.

15. How can the private sector help in school readiness?

The private sector is active in many communities supporting parents and their young children. Employers can help with direct financial contributions to programs that increase school readiness. But more importantly, employers can help bring work and family life together through workplace policies that support parents and give security to children. For example, they can:

- Offer child care for the children of employees;
- Provide incentives for parents to place their children in preschool programs;
- Provide appropriate sites or transportation for day care and/or preschool or readiness activities;
- Implement a flexible work schedule and parental leave policy that would enable parents to attend school functions with their children or stay with them during illness;
- Implement job-sharing for parents who would like to work part-time while their children are young;
- Provide promotional activities – within the work facility and the community as a whole –

emphasizing the readiness goal, its importance and what is being done to meet it;

- Provide an opportunity for parents to participate in seminars designed to assist them in helping their children in school;

- Provide workplace literacy programs for parents who need them, working cooperatively with schools that offer the early childhood programs for the children;

Appendix C describes how some corporations have helped improve education in their communities.

16. What funds are available for readiness activities?

The Departments of Education (ED), Health and Human Services (HHS), and Agriculture (AG) all fund early childhood services. Some are through formula grant programs that provide funds to the States based on a formula – State offices are the best source of information about them. Others are discretionary grant programs that are awarded through grants competitions. The programs are described in detail in Appendix D.

APPENDIX A

Sources of Information to Help Communities Reach Goal 1

Call he Department's AMERICA 2000 office: 1-800-USA-LEARN. Department staff can direct you to resources and individuals who have useful information on reaching the goal. Some documents you might request include:

- *Preparing Young Children for Success in School*, which provides guideposts for implementing Goal 1;
- Directory of education-related information centers that provide assistance on school readiness;
- Bibliography of selected publications relating to school readiness.

The Department supports several clearinghouses that provide information about readiness programs, including disadvantaged children. They are as follows:

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
(217) 333-1386.

National Center for Research on Effective Schooling for Disadvantaged Students
The Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
(301) 338-7570

National Information Center for Children and Youth with Handicaps
Post Office Box 1492
Washington, DC 20013
1-(800) 999-5599

A number of publications provide information on the assessment of young children:

National Association of the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education (1991). Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8: A position statement. *Young Children*. (202) 232-8777.

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education (1985). *Standards for educational and psychological testing*. Washington, DC. (202) 336-5500.

Shepard, L. & Graue, M. (1992). The morass of school readiness screening. In B. Spodek (Ed.) *Handbook of Research on the Education of Young Children* (2nd Edition). New York: Macmillan.

Sugarman, Jule M. (1991) *Building Early Childhood Systems*. Washington, DC: Child Welfare League of America.

The Family Resource Coalition at (312)341-0900 has information about grassroots parent education groups in various communities.

APPENDIX B

Examples of effective or promising readiness programs

The National Diffusion Network (NDN) disseminates information about promising practices across the full spectrum of education. In each state, a State Facilitator can provide information about educational practices that have been approved by the Department of Education's Program Effectiveness Panel. For information about the NDN, contact the National Diffusion Network, 555 New Jersey Avenue, NW, Washington, DC 20208-5645; (202) 219-2134.

EFFECTIVE IN EARLY CHILDHOOD EDUCATION PROGRAMS

Family-Oriented Structured Preschool Activity ("Seton Hall" Program)
A program designed to involve all parents and their children in preschool and/or kindergarten activities that stimulate and reinforce interaction within the family. These activities include home-activity kits and parents and children working and playing together at learning centers. Contact: Jeanne Chastang Hoodecheck, Program Director; District #742 Community School; 820 8th Avenue S.; St. Cloud, MN 56301. (612) 253-5828.

Mother-Child Home Program (MCHP) of the Verbal Interaction Project
A home-based program designed to prevent educational disadvantage in children of parents with low income and limited education by enhancing parent-child verbal interaction starting at age two. Contact: Dr. Phyllis Levenstein, Director, Verbal Interaction Project, Inc./Center for Mother-Child Home Program; 3268 Island Rd. Wantagh, NY 11793. (516) 785-7077.

Parents as Teachers
A primary prevention program for all families to help parents give their children a solid foundation for school success and form a close working relationship between home and school through home visits, parent group meetings, periodic screening and monitoring of development, and a parent resource center. Contact: Mildred Winter, Director, Parents as Teachers National Center, UM-St. Louis, 8001 Natural Bridge Rd., St. Louis, MO 63121, (314) 553-5738.

PROGRAMS FOR CHILDREN WITH DISABILITIES

Insite Model
Seeks to identify as early as possible young children who are multi-handicapped with sensory impairment and provide them with home programs to stimulate their development. The program is administered through direct services, support services such as physical and occupational therapy, medical services, and a program management system. Contact: Don Barringer; SKI*HI Institute; Utah State University; Logan, UT 84322-1900. (801) 752-4601.

Portage Project
Focuses on weekly home visits with caregivers to assist them in identifying and addressing goals for the disabled child and the family. Contact: Julia Herwig, Director; Portage Project; P.O. Box 564; Portage, WI 53901. (608) 742-8811.

Regional Program for Preschool Handicapped Children
Seeks to increase verbal, perceptual, motor and general cognitive skills of handicapped children ages 3 to 5. The program emphasizes interactive teaching where team members share roles and train each other, and a parent involvement component which includes a parent volunteer system. Contact: Carol S. Eagen, Supervisor; Preschool Program; Special Education Department; Putnam-Northern Westchester Board of Cooperative Educational Services; Yorktown Heights, NY 10598. (914) 962-2377.

The Teaching Research Integrated Preschool Model
Emphasizes individualized programs for children with disabilities within the context of a comprehensive, developmental curriculum. Formulated on the philosophy that all children with disabilities should receive educational services with their peers without being set apart as "special" or "different". Contact: Joyce Peters; Teaching Research Division; Western Oregon State College; Todd Hall; Monmouth, OR 97361. (503) 838-8812.

OTHER PROGRAMS

Graduation Reality and Dual Role Skills (GRADS)—seeks to keep pregnant and parenting teens in school through a comprehensive program which includes an Adolescent Parent Resource Guide and a curriculum which emphasizes practical reasoning, good health care practices, and helping young parents set occupational goals. Contact: Sharon G. Herold; Ohio vocational, and other basic skills and by fostering the development of their preschool children. Contact: Sharon Department of Education; Division of Vocational and Career Education, Room 909; 65 South Front Street; Columbus, OH 43266-0308. (614) 466-3046.

First Level Language (KINDERSAY)
A program designed to facilitate the development of oral language skills and an understanding of the basic language concepts and relationships. Contact: Mary A. Felleisen; PRIMAK Educational Foundation; 38 North Waterloo Road (P.O. Box 701); Devon, PA 19333. (215) 687-6252.

For further information about these exemplary programs and practices, order *Education Programs That Work*, 18th Edition, 1992 from:
Sopris West, Inc.
Post Office Box 1908
Longmont, Colorado, 80502-1809(303) 651-2829.

Early Childhood Family Education
A program in Minnesota open to all families which emphasizes parent and child involvement through parent discussion groups, home visits, information on community resources, early childhood screening for medical and developmental problems, and libraries of books and toys. Contact: Lois Engstrom or Betty Cooke; Minnesota Department of Education; 991 Capitol Square Building; 550 Cedar Street; St. Paul, MN 55101. (612) 296-8414.

Kenan Trust Family Literacy Project
Combines early childhood and adult education programs and attempts to break the intergenerational cycle of low education and poverty by helping parents develop their parental, literacy,

Darling, President, National Center for Family Literacy; 401 South 4th Avenue, Suite 610; Louisville, KY 40202. (502) 584-1133.

Dallas Model Preschool
Through a public/private collaboration, seeks to supplement the usual Head Start program by providing a nurse-practitioner to attend to all the health and dental services the children require, social workers who dispense social services, and employment counseling for parents. Contact: Ann Minnis, Grants Administrator, Texas Instruments Foundation; P.O. Box 650311; Mail Station 3906; Dallas, TX 75265. (214) 917-4505.

The 21st Century Schools Program
Includes two child care components (school-based, year-round, all-day day care for children ages 3 to 5, and after school and vacation care for children 5 to 12) and three outreach components (a home visitation program, resources for established family day care providers, and a school-based information and referral service) to address child care needs. Contact: Yale Bush Center in Child Development and Social Policy; Department of Psychology; P.O. Box 11A Yale Station; New Haven, CT 06520-7447. (203) 432-9944.

Success by 6
Organizes the community by building community awareness about the needs of young children, improving access to social services for all families with young children, and expanding collaboration between the public and private sectors. Contact: Pat Hoven, Director of Community Affairs, Honeywell Corporation; Honeywell Plaza, MN12-5159; P.O. Box 524; Minneapolis, MN 55440. (612) 870-6615.

Or contact Laurie Ryan, Honeywell Corporation; United Way of America, MN12-5300; P.O. Box 524; Minneapolis, MN 55440. (612) 870-6845.

Salem Oregan Collaborative
A collaborative effort of a community college, the Even Start program, the health department, the housing authority, the public library, the children's services division, the family services division, and the local newspaper to offer low-income families a strong preschool program, parenting skills, and basic employment and literacy skills. Contact: Ms. Joyce Reinke, Oregon Department of Education, 700 Pringle Parkway, S.E.; Salem, OR 97310. (503)373-7118.

APPENDIX C

Private Sector Assistance for School Readiness

Boeing & Preschool Education
Services are being coordinated using the Success by 6 model to ensure that children under the age of six start first grade physically, mentally, emotionally and socially ready to learn.

Baltimore Gas and Electric & Parental Involvement
As part of a partnership with a local Elementary School serving predominately low-income families, children in preschool and kindergarten receive a book, an activity sheet and a toy to take home to encourage parent involvement.

Cray Research & Teacher Seminars
Cray Research invites more than 800 K-12 teachers for two week summer workshops at its facilities in Chippewa Falls, Wisconsin to study such topics as aeronautics, fiber optics, graphic communications and engineering design technology for children.

Eastman Kodak & Quality Preschools
Kodak has made a ten year commitment to 21st Century Learning. As a part of the goals, the program aims to increase access for all children to quality preschools.

Honeywell & A Partnership High School
At New Vistas High School, which operates at Honeywell headquarters, teenage mothers are provided with child care and parenting instruction.

Johnson & Johnson & Head Start
To ensure that as many eligible children as possible receive the benefits of Head Start, J&J has created a Management Fellows program. Each year, 40 Head Start directors take a mini-MBA course at UCLA to improve their management skills.

The Travelers & A New Kindergarten
The University of Hartford and the Hartford public schools designed and implemented a new kindergarten curriculum that better prepares children for first grade with a grant from Travelers.

United Technologies & Literacy
United Technologies and the Hartford Head Start Literacy Collaborative are developing a literacy program for Head Start families so that illiterate and semiliterate parents will be able to take a more active role in their child's education.

APPENDIX D

Grant Programs

For each discretionary program listed below, both the federal Department and administering agency are shown.

FORMULA GRANT PROGRAMS ADMINISTERED BY STATES

From HHS (202-619-0257):

Child Care for AFDC Families

Supports child care for AFDC families who work or participate in training and education programs and continues child care for twelve months after the families leave AFDC.

Grants to States for Child Care (Low Income Non-AFDC Families)

Helps provide child care for working families or those in education and training who might otherwise be at risk of needing AFDC.

Child Care and Development Block Grant

Helps eligible low-income families pay for child care, improve the quality of early education and care, participate in early childhood development programs and obtain before and after school services for their children.

Child Welfare Services

Funds for public social services designed to protect and promote children's welfare.

Social Service Block Grant (Title XX)

Funds for services to achieve or maintain economic self-support and self-sufficiency. Expenditures allowable for personnel training and retraining of employees in public agencies and nonprofit organizations.

Medicaid (Title XIX)

Covers maternal health care for 60 days after delivery of a child and general medical services to eligible children and family members. Also funds early and periodic screening and diagnosis for children and health care treatment.

Maternal and Child Health Block Grant

Provides access to quality maternal and child health services, particularly for low income mothers and children. Helps reduce infant mortality and disease, increases immunization, etc. Can be used to locate and pro
vide special health care for children.

From ED (202- 401-1682)

Chapter 1

Provides funds to meet the special needs of educationally disadvantaged children. Funds may be used at the preschool level.

Even Start

Supports family literacy programs that integrate early childhood education with adult education, Chapter 1, the Job Training Partnership Act (JTPA), Head Start, Individuals with Disabilities, Statewide Literacy Councils, Statewide Social Service Agencies, and other services that build on available community resources.

From AG (202-447-2791):

Child and Adult Care Food Program

Provides funds to reimburse sponsoring institutions for meals served in child care, family day care, and outside-school-hours centers.

Special Supplemental Food Program for Women, Infants, and Children (WIC)

Grants to states to improve the health of low-income, pregnant and postpartum women, their infants, and children up to age 5 and to provide specific food supplements and referrals to other

forms of assistance such as immunization and drug abuse counseling.

Discretionary Grant Programs

Individuals with Disabilities Education Act (IDEA)

Preschool Grants offer school districts help in providing special education and related services to children with disabilities ages three through five; planning and developing a comprehensive service delivery system for children with disabilities from birth through five; and providing direct and support services from State education agencies to children ages three through five (ED, Office of Special Education, (202) 732-4503).

Early Intervention Programs for Infants and Toddlers with Handicaps

Provides services to children, birth through age two, who demonstrate developmental delays or have a diagnosed condition which may lead to developmental delays, and other at-risk eligible children (ED, Office of Special Education Programs (202) 732-1084.)

Even Start Indian Program

Supports family-centered projects that integrate early childhood education with adult education and services (ED, Office of Compensatory Education (202) 401-1682).

Head Start

Funds programs to improve the social competence of poor children, ages three to five, through education, health, and social services, as well as parent involvement (HHS, Administration for Children and Families (202) 205-8578).

Head Start Transition Grants

Funds demonstration projects in Head Start Agencies and school districts to assist low income students in the transition from preschool to kindergarten through third grade. Health, education, and social services, as well as parent involvement are supported (HHS, Administration for Children and Families (202) 205-8578).

Comprehensive Child Development Program

Provides intensive, comprehensive, and continuous support services for disadvantaged infants, toddlers, and preschoolers designed to enhance their intellectual, social, emotional, and physical development (HHS, Administration for Children and Families (202) 401-9236).

Parent and Child Centers

Funds comprehensive services and parent education for low-income families with children younger than three (HHS, Administration for Children and Families (202) 205-8578).

Abandoned Infants and Young Children

Demonstration projects to assist abandoned infants and young children, particularly those with AIDS (HHS, Administration for Children and Families (202) 205-8578).

State Dependent Care Development Programs

Grants to help establish resource and referral networks that advise families on available child care and to establish school-age child care programs (HHS, Administration for Children and Families (202) 205-8578).

Child Development Associate Scholarships

Grants to help eligible low-income persons to complete work for the Child Development Associate credential (HHS, Adminstration for Children and Families (202) 205-8578).

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